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AUTHOR Underhill, Jane, Ed.
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ABSTRACT

This answer key is part of the materials in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different program settings, target populations, and local conditions. The purpose of the key is to provide answers to the pre- and/or postassessment sections of the modules found in the twelve packages. (Other materials are available separately.) There are three types of answer keys: (1) specific keys, (2) generalized suggestions or guidelines, and (3) no specific right or wrong answers. The first type of answer key has specific answers to the assessment sections. The second type contains suggested guidelines but are not technically considered right or wrong. The third type is provided for community-based modules and are designed to be adapted to local community needs. (YLB)

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ED192130

SKILLS FOR ADULT GUIDANCE EDUCATORS.

Package—

SAGE Answer Key

Developed by

the

ADULT EDUCATION PROGRAM

of the

Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

The purpose of the SAGE Answer Key is to provide the answers to the Pre- and/or Postassessment sections of the modules. There are three types of answer keys to the modules: (1) specific keys, (2) generalized suggestions or guidelines, and (3) no specific right or wrong answers.

The first type of answer key has specific answers to the Pre- and/or Postassessment sections. For example Module 6.1 contains the type of Preassessment instrument in which a specific choice is to be made and a specific answer key has been constructed. Most answer keys of this nature are contained in those modules which are theoretical in nature.

The second type of answer key contain suggested guidelines but are not technically considered right or wrong. Module 21.4 contains this type of generalized guideline. These types of guidelines must be interpreted in terms of local program goals, objectives, and priorities.

The third type of answer key is provided for community based modules and are designed to be adapted to local community needs. Modules 19.1 through 19.6 are examples of community based modules. These types of modules do not have correct or incorrect answers. Completion of these modules is determined by the criterion(a) statements in the Pre- and/or Postassessment sections.

The pages of this document are multi-colored. They match the colors cited in the Package Guide, the colors of the pages in the Module Index, and the color covers of the twelve packages. Therefore, to locate the answers to a specific module turn to the colored section that matches the appropriate package color. Within a colored section locate the specific module answer key.

All modules contain either: (1) a separate Preassessment and Postassessment answer key (if Preassessment and Postassessment components in the module are different from one another), (2) a combined Pre- and Postassessment answer key (if Pre- and Postassessment components in the module are the same instrument).

John Hartwig, Coordinator
Adult Education Program

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ANSWER KEY

MODULE 1.1

1. Guidance is a broad term usually applied to a school program of activities and services. Guidance aims to assist persons to make and carry out plans and to achieve satisfactory adjustment in life. Guidance services are intended to:

   a. Provide opportunities for learning, essential for self-direction.

   b. Assist in developing efficient methods of learning.

   c. Provide information about occupational life, and assist in the solution of problems of occupational adjustment and progress.

   d. Assist orientation to new (school) situations and toward best use of (school) opportunities.

   e. Assist in the development of suitable long-range educational plans.

   f. Assist in general, life decision-making processes.

   g. Provide both relevant sources for gathering, current information, and also the facilities for providing such information to persons so they can understand and use it.

   (Shertzer and Stone pp. 171-172, and 268-289)

2. Counseling is usually viewed as one part of guidance services; it is subsumed under the general term, guidance. It is one service within guidance rather than synonymous with it. Counseling may be seen as the heart of the guidance service as here true meaning is given to "individualized attention". The counselee is accepted unconditionally. Some distinguishing characteristics of counseling are:

   a. Recipients of counseling are "normal" individuals rather than those exhibiting abnormal or extreme modes of adjustment.

   b. Counseling usually deals with present and available conscious material in an attempt to foster interpersonal adjustment to personal concerns.

   c. Counseling helps the essentially normal individual remove frustrations and obstacles which interfere with interpersonal development.

   d. Counseling is assistance given individuals to help them attain a clear sense of identity, and to assist them in coping with

developmental tasks such as self-definition, independence, etc.

(Shertzer and Stone pp. 137-161)

3. The difference between guidance and counseling, as can be inferred from the answers to questions one and two, is one of emphasis. Guidance is seen as a service while counseling is seen as a process. Guidance deals mainly with the collection and dissemination of current and relevant information about the society in which we live. Counseling seeks to integrate individuals so that they may appropriately and effectively utilize guidance services, and in general effectively deal with the problems of living.
As mentioned earlier, guidance is seen as a set of services of which counseling is but one.

ANSWER KEY

MODULES 2.1, 2.2, 2.3

The modules on counseling theory are subjective in nature and do not have any correct or incorrect answers. The successful completion of these modules is determined by the ratings of the supervisors as outlined in the preassessment sections.

ANSWER KEY

MODULE 3.1

1. List, define and give examples of the ten leads/responses listed in the Learning Objective.

   a. Suggestion: Lead used to suggest possible courses of action without telling the client what to do; counselor supplies ideas.

   b. Silence: Response used to let the client continue with what he was saying.

   c. Interpretation: Lead used in which the counselor states something which can be inferred from what the client has said and from the counselor's knowledge of the problem.

   d. Explanation: Response used to help client understand why he might be feeling the way he is; a hunch that is thrown out for the client to respond to.

   e. "Mn-hm": Lead used by counselor to indicate that he is interested in what the client is saying and that he understands and accepts what is being said; may be a "yes" or a nod of the head.

   f. Reflection: Lead in which the counselor tries to express verbally the attitudes or feelings of the client.

   g. Clarification: Response used by the counselor to help him understand what the client means; counselor verbalizes what he thinks the client is trying to say without changing content of client's statement.

   h. Question: Lead used by the counselor in order to secure more information from the client in a direct manner.

   i. Assurance/Reassurance: Lead used to make the client feel better and to reduce worry or concern; should be used carefully as it tends to transfer responsibility from client to counselor.

   j. Restatement: Response in which the counselor merely restates the words of the client in an attempt to help him see how he sounds.

ANSWER KEY

MODULE 3.2

1. Define empathy as you understand it.

   a. Communication to the client that the counselor understands the client's situation, perceives the client's feelings and attitudes, sees the world as clearly as possible from the client's point of view without becoming directly involved in those feelings. Thus the counselor senses it and perceives the causes, but without ever losing objective reality.

   b. Define unconditional positive regard as you understand it.

      Emphasis lies on the fact that there are no conditions attached to the acceptance of the client by the counselor. The counselor experiences this unconditional positive regard for his client to the extent that he finds hemself feeling a genuine acceptance for all aspects of the client. This implies that the counselor is not appraising the client but rather is prizing him no matter what feelings, and motivations the client experiences during the interview.

2. Evaluate the counseling transcript according to the criteria.

ANSWER KEY

MODULES 3.3, 3.4

Due to the nature of these modules there are no correct or incorrect answers. Successful completion of these modules is determined by criteria contained in preassessment section.

ANSWER KEY

MODULE 3.5

Due to the nature of this module there are no correct or incorrect answers. Successful completion of this module is determined by criteria statements in modules 3.1 through 3.4.

ANSWER KEY

MODULE 4.1

1. What conclusion can you draw from the information given? This should be done in writing and corrected in conference with your supervisor.

   a. May need remedial and/or developmental training in basic skills such as reading, writing and basic math. May need to finish high school via study for a G.E.D. or Adult High School Diploma.

   b. This man is dependable as an employee, after twelve years with one company, and it will probably not be necessary to train for attitudes on the job such as being on time, etc.

   c. Has a need to make an income sufficient to support six persons.

   d. Enthusiasm will aid in whatever training he decides upon ultimately.

   e. He would like outside work with possible forestry connection.

2. What questions would you have to ask which are not included in the following information in order to make a training and career recommendation that would be congruent with the whole life-style of your client?

   a. Are you from this area originally - or - How long have you lived here?

      Interpretation: This allows a generalization of area value system and an insight into what type of life-style is most familiar to client.

   b. Have you discussed going to school and entering a new career field with your wife and family?

      Interpretation: If the answer is "no" or ambiguous you could think along lines that there may be little verbal interaction at home other than relating to concrete areas such as material goods, child discipline, necessary conversation about everyday items on a small scale with family, etc. Little verbal interaction relating to abstracts such as feelings, goals, desires, problems.

   c. What do you think about going back to school? Do you feel excited about it?

      Interpretation: If "no" or ambiguous, as many disadvantaged students are apt to be afraid of another failure experience, you

may be able to further test as to basic educational (cognitive) abilities such as reading, writing, and basic math skills before suggesting a training field. Many students "find themselves" while involved in adult basic education learning experiences and become better defined as to goals after finding that they CAN succeed at things they previously felt that they had failed at.

Other indicators relating to the above ability or inability to explain feelings include:

--verbal difficulty in expressing abstract ideas (feelings, goals, ideas).

--vocabulary and enunciation usage: use of few words of three or more syllables might indicate poor reading and expression abilities and difficulty in reading texts. Gesturing and mumbling could indicate that your client is unused to stating ideas verbally and would be uncomfortable and do poorly in a formal classroom setting.

REMINDER: We are speaking here only of cognitive abilities. Your client might shine in other skill areas related to manual dexterity and therefore be happier in a career emphasizing these skills.

d. What did you think about the results of the last election?

Interpretation: He may tell you if he voted. If he can discuss the local political scene he may be telling you that he values involvement in civic affairs. He also indicates that he reads above the 8th grade level as newspapers are written at about 8-9th grade levels.

e. Do you subscribe to any magazines or newspapers? Who in the family reads them?

Interpretation: A cross-check for social interest and reading frequency and ability.

f. What are your hobbies?

Interpretation: Many disadvantaged persons do not have any other than fishing and hunting for food type items. You will gain an insight into what value leisure activities have in the life-style of your client.

g. You stated that you wanted an out-door job. What are your objections to an in-door job?

Interpretation: If objections are presented and you find that

he's never experienced an indoor position he may be fearful that his capabilities are lacking (a counseling indication) or that he simply values nature highly.

ANSWER KEY

MODULE 4.2

1. a. Ask the client what his plans are. You will find that the most obvious is often the best with regard to approaches. Entering the situation sincerely interested in his future will stimulate him to share whatever plans, or lack of them, he has.

   b. Ask him how he's going to accomplish his stated goals. If he has not stated any, ask if you can discuss making some with him.

   c. Ask if he has checked the job market to see if what he is thinking of entering pays enough and has positions to fill in his geographical area.

   d. Ask him if you can aid his planning be selecting some tests he can take for both aptitude and interest. Be sure that he understands that these tests do not involve passing or failing, but only inventorying his possible skills and interests.

   e. Though it sounds a bit romantic, ask him if he has ever dreamed of doing or taking part in something that interests him. In other words, try and gain insight into his desires. Many times they are realizable and your aid can begin a process of self-motivation and growth for the client.

2. Values relate to career planning in an important manner. A person entering training for a career must value it in order to accomplish the end result of success on the job. He must also be able to value the short range goals of first, possible ABE work in reading and writing and basic math, second a formal training program to allow him to gain the skill necessary to do the job, and third, to gain a position and be successful at it. To go further, it must also be something that his cultural group values so that he gains a kind of status in their eyes and the eyes of his family by entering it and persevering through the training period.

3. a. He could be invited to group sessions (perhaps including role-playing) as well as individual sessions where goal setting is the primary subject under discussion.

   b. Aptitude tests, such as GATB, the Edwards and others can be used. These should be carefully assessed with the client.

   c. If employers in your area are agreeable, perhaps the student can be introduced most effectively to areas of his interest by actually spending a week or two on the job, or observing and

talking to others who work in his area of interest.

4. The best motivation is to encourage him to seek an area of work that he will enjoy and is good at. Your preparation for offering him the idea of short and long term goal setting, your enthusiasm for him as a human being, and your ability to present him with selections of possible career choices he seems best suited for are the best motivators possible. If he is indeed goalless when he begins counseling sessions with you he will probably assume your attitude or at least take his behavioral clue as to what his attitude should be from you. Your encouragement, sincerely extended, will be the prime initial factor in his future goal setting abilities. Another motivation is to present him with a realistic picture of how his lifestyle will improve, his family and himself will benefit and his pride in his accomplishment be meaningful by completing each step of his plan.

5. Many times in speaking with the client's instructor (if for example, he is already participating in an adult basic education program or taking classes) you will find that the client has casually expressed a desire or an interest which is highly realistic for him. You can also find out about how quickly or slowly he learns, how enthusiastic or disheartened he is with his present learning situation. From this information you can then find ways of aiding his motivation during your counseling sessions. You may also find that the instructor has found a particular manner of approaching the client that he feels comfortable with. Utilize it if you can do so sincerely and in your own style.

ANSWER KEY

MODULE 5.1

Describe your rationale for decisions regarding the following factors related to group counseling using two "expert" references to support your answers. (References when no others are selected are Mahler's Group Counseling in the Schools [Chapter 13] and Gazda's Group Counseling [Chapter 2].)

1. Sex

Younger students generally function better in same sex groups. Junior high or high school can be mixed if their level of maturity is such that they are comfortable with each other. Adults can generally function as well in same sex or mixed groups. The general concern is to avoid having anyone feel unduly self-conscious in the group.

2. Age

Maturity is the key factor. Younger students generally function better and are less self-conscious and are more likely to interact with each other if they are close to the same level of maturity.

3. Prior acquaintance

Whether you include members in the group who are already acquainted should be determined largely by the possible inhibiting effect they may have on each other and whether their closeness (dependence) would preclude them developing relationships with other members.

4. Personality differences

The instructors would not advocate a totally homogenous grouping; however, too dissimal personalities may result in conflicts which prevent the group from developing in a helpful way. Therefore, we recommend that extreme personality differences be factored out of the group before beginning.

5. Size of Group

We recommend no fewer than five members and no more than ten. A group that is too small places too much pressure on each member to be almost constantly verbally participating while a group that is

too large results in some members becoming "lost." Additionally, it becomes very difficult in a large group for the counselor to keep track of the multiple interactions and/or lack of participation of certain members.

6. Frequency of meetings

Once per week seems to be the most helpful as a rule. If the meetings are held too frequently members have insufficient time to process what they have learned. If they are held too seldom, much groundwork has to be covered each time and members lose close contact with each other.

7. Duration of the group

Mahler suggests a minimum of ten sessions for a group. Our position is that general parameters should be established at the beginning of the group and then adjusted according to the accomplishment of the goals of the group. Since it sometimes is difficult to "wean" people away from a group it frequently is helpful to have a definite termination date.

8. Length of meeting time

In schools it is generally most advisable to hold group sessions for the length of a normal class period or in multiples of learning modules. The main criteria to consider regarding length are: "What are the basic purposes of the group and under what organizational constraints are you working/" When time permits, it is frequently desirable to meet for a longer time to allow for interaction betweel all group members.

9. Setting

Use a small, private room free of outside distractions in a generally circular arrangement so each person can see everyone. An informal setting frequently promotes more interaction.

10. Preparation for members of the group

Each member should be interviewed individually prior to the beginning of the group. Group goals and expectations can be explained and the suitability of the counselee for a group experience can be determined, e.g., do the person's concerns or problems seem to be too complex to deal with in a counseling group? Is he/she perhaps too divergent in personality from the other group members to function well?

11. Ending the group

Ending should not be abrupt. Members should know in advance approximately how long the group will run. The ending time will also be influenced by whether members' goals have been achieved. The counselor should anticipate the approximate ending time and begin to prepare the group in advance for closure.

12. Question of being open or closed group

Decision should be left to group members. Generally, if the group is problem-centered rather than developmental it would be better to have a closed group. If, however, the desire is to have an on-going personal growth group, it would be more logical to leave it open-ended.

ANSWER KEY

MODULE 5.2

Describe group member behaviors which are typical of the following stages in group counseling. (Criteria: Mahler, Group Counseling in the Schools, Chapters 4-7.)

1. Involvement Stage

   Group members are non-spontaneous, fearful, defensive, carefully observe their leader, question the value of the group, wonder why they are there, wear masks, engage in little discussion of personally relevant material, and intellectualize.

2. Transition Stage

   Group members venture more into personally relevant feelings and concerns; some members drop their defensive responses. They begin to look at meaning of their own behavior. The discussion takes on more immediacy.

3. Working Stage

   Group members demonstrate willingness to help others in personal growth. They become more responsible for their own feelings and actions, stand on their own perceptions, and action results from from group interaction.

4. Ending Stage

   Group members experience occasional "weaning" problems, a sense of loss. They recap and relive some of the group experience; some members begin to withdraw and others desire to maintain "permanent groups."

ANSWER KEY

MODULE 5.3

Briefly answer the following questions.

1. What does "structuring" mean related to group counseling?

   Structuring means setting the tone, laying ground rules, letting members know what is expected of them, and modeling appropriate behaviors.

2. Why is it desirable to have a "design" for counseling a group?

   A design provides the group with sense of purpose, gives the counselor confidence regarding objectives, and avoids wasted time and energy.

3. How do you determine how much structuring is necessary for you as a group leader?

   Structure is determined by what you and your group feel most comfortable with. The criterion is group responsiveness.

ANSWER KEY

MODULE 5.4

Respond to the following types of group behaviors either orally or in writing to your supervisor (if available) by:

1. describing typical group member behaviors
2. suggesting possible reasons for such behavior
3. describing how you would respond to the behavior and why you chose to respond as you did.

(Criteria: Ohlson, Chapters 6 and 9)

Note: 1, 2, and 3 correspond with 1, 2, and 3 criteria.

I. The Resister

1. Avoids discussion of problems, avoids action, refuses to try new behaviors, anticipates failure, is protective in speech, is selective in silence, withdraws, monopolizes

2. Reacts to change, is apprehensive, attempts to maintain status quo

3. Empathize with him, explore his feelings and help him to express them, explain to him what the meaning of resistance is, respond affirmatively when he is effective. These actions are designed to demonstrate acceptance and to alleviate the resister's fears

II. The Advice-giver

1. Explains what a person should do very zealously, relates to his own experiences constantly, plays the continual role of "group expert"

2. Diverts attention away from himself, conceals his contempt for the one being helped, exhibits superiority, feels a need to dominate others

3. Reflect his feelings, focus on his unmet needs, avoid attack if possible. The underlying principle is to help the advice-giver understand his needs and to help him see how he sometimes is seduced into giving advice by a dependent client or friend

III. The Dependent One

1. Asks for help, seduces others into protecting him, acts helpless, constantly gets into self-defeating situations, appeals for help

2. Feels inadequate, lacks confidence, perceives a personal history of failure

3. Avoid discussions of why he is dependent, play the role of letting others share the feelings and practice new behaviors, reflect his underlying feelings, support all attempts—however feeble—toward independent action. The reason for this kind of response is to increase his awareness as to how he affects others and to support new behaviors

IV. The Submissive One

1. Does whatever others want, seeks constant approval, seems always to have problems similar to everyone in group

2. Has a desperate need for acceptance, lacks self-esteem

3. Make him aware of his behavior, help him recognize and express his feelings of self-doubt, encourage him to express his feelings of resentment. The goal is to remove feelings of self-doubt and lack of confidence

V. The Silent One

1. Varies from intent listening to apparent boredom

2. Has a tendency toward deliberate, slow-moving behavior, feels unaccepted so rehearses everything carefully before speaking, displays non-aggressive behavior

3. Help him discuss how he feels, with deliberation give him opportunities to speak, reflect his feelings. The idea is not to put him on the spot or increase his anxiety but rather, by careful timing and response to his feelings, draw him into verbal interaction

VI. The Anxious One

1. Displays overt worry, is apprehensive, exhibits an inability to discuss any concern without great anxiety

2. Has a lack of confidence

3. Have him clarify his feelings, give him patient support, avoid any shallow reassurance. Goal is to increase the opportunity for the anxious one to interact in a fail-safe environment and to surface his fears

VII. The Griever

1. Cries easily, overreacts, demonstrates excessive guilt frequently

2. Feels lonely, helpless and despondent, demonstrates feelings of guilt, self-pity, and self-condemnation

3. Provide an opportunity for expression of his grief, explore the meaning of his grief, give him the full opportunity to express his feelings. Goal is to give him total expression of his grief

VIII. The Scapegoat

1. Is the focus of aggression of others, accepts victimization of guilt, always seems to be on "hotseat"

2. Does not recognize the displacement of ridicule upon him, lacks the social skills to deal with ridicule, accepts being the "victim" as an attention-getting device

3. Encourage him to express his hurt feelings, help him to see the <u>cause</u> for the aggression upon him—e.g., his behavior. Goal is to gain an insight into the meaning of his behavior and to attempt a new way of relating

IX. The Socializer

1. Spends a long time in each group "shooting the breeze," has hard time getting beyond socializing and visiting to help group get going in interaction

2. Enjoys the quality of relationships in the group, may use socializing to avoid personally relevant data being discussed

3. Open a discussion with him as to what is happening and possible reasons for it. Encourage the group to "get on with it." The goal: insight in a non-threatening atmosphere

X. The Acting-out Member

1. Overreacts, has a tendency toward loudness, is overly aggressive, rebels against conventional norms

2. Resists group process, escapes from painful awareness, uses attention-getting devices

3. Interpret his behavior, help him to recognize what he's doing, reflect underlying feelings, role playing, discourage the behavior through suggested alternatives to reach goal. The rationale is that he can change his behavior once he feels accepted and understood

XI. The Hostile One

1. Tends to alienate others by demands, is often temperamental and defiant, makes cutting remarks which hurt those they are directed toward, appears to enjoy hurting others

2. These results stem from deep-rooted emotional wounds—being hurt by a trusted friend or an intimate relationship, whose love and/or trust were depended upon

3. Avoid negative remarks, display warmth, be empathic, help him to deal with his feelings. The rationale is to have him recognize that his feelings of hostility do exist. The recognition is primarily important if he is unaware of his feelings. The second most important factor is the acceptance of his underlying feelings of hurt and rejection as results of a trust and/or a confidence he once held

XII. The Monopolist

1. Often wishes to be in limelight, resents competition for group time, focuses on his preferred topics

2. Controls group topics in a selective manner to avoid personal deepset feelings, has a sense of inadequacy, feels a need to be recognized, uses a defense of overreaction to fear of group involvement

3. Often in monopolizing, he is creating a barrier—the opposite result from his intended goal. The best response is to have him recognize the outcome of his intention—his alienation of others toward him. Reflect his feelings and concerns and then set up feedback to remind him when he is dominating

XIII. The Manipulator

1. Maneuvers others to do or say what he wants done or said, displays trusting behavior in which he uses another's trust for his own selfish purposes, controls direction and depth of discussions

2. Fears exposure or loss of control

3. Be gentle in confronting him. Help him to be honest with himself in accepting his feelings. The manipulator wishes to be in total control or command of himself and others. This control is a defense to dealing with his own feelings. Controlling his own feelings and displaying a callous exterior, he is unwilling to accept himself while at the same time using others' trusting behavior for his own needs. Help him to display his hidden feelings

ANSWER KEY

MODULE 6.1

1. D
2. A
3. SM
4. D
5. C
6. CC
7. DV
8. DV
9. C
10. CC
11. SM
12. A
13. D
14. C
15. DV
16. CC
17. SM
18. D
19. SM
20. A

ANSWER KEY

MODULE 6.2

Possible Community Resources		Services
(a)	Income and Finance	
	1. Social Security	Social Security insurance
		Medicare
		Medicaid
	2. Employment Service	Jobs
		WIN
	3. Welfare	Subsistence Income
		Food Stamps
(b)	Leisure and Activities	
	1. Senior Citizen's Center	Travel
		Recreation
		Leisure Activities
		Instruction
		Socialization
	2. Parks and Recreation Department	Recreational Activities
		Leisure Pursuits
	3. Community Colleges	Instruction
		Recreation
		Socialization
(c)	Mental and Physical Health	
	1. Mental Health Clinic	Counseling
		Guidance
	2. Hospital or Clinic	Medication
		Hospitalization
		Intensive Care

	3. Nursing Homes	Intensive Care Socialization Rehabilitation
(d)	Living Accommodations	
	1. Nursing Home	Intensive Care Rehabilitation
	2. Retirement Housing	Peer Relationships Socialization
	3. Federal Low Cost Housing	Low Income Living Socialization
(e)	Legal Affairs	
	1. Lawyer	Will Preparation Estate Planning
	2. Insurance Agent	Investment Planning Income Stabilization

ANSWER KEY

MODULE 7.1

Work:

de Grazia, "effort or exertion done typically to make a living or keep house."

Leisure:

de Grazia, "the state of being free of everyday necessity."

The University of Oregon Center for Leisure Studies, "free hours outside of survival needs; discretionary time."

Recreation:

De Grazia, "activity that rests men from work, often by giving change (distraction, diversion) and restores (recreates) them for work."

University of Oregon Center for Leisure Studies, "creative use of leisure time, engaged in for its own sake, an activity which gives immediate satisfaction."

ANSWER KEY

MODULE 7.2

1. Physical activity interests: sports, athletics, games, contests, stunts, etc.

2. Communicative (spoken and written word) interests: group discussions, literature, writing, storytelling, etc.

3. Informative interests: study groups, special interest groups, hobbies, collecting, continuing education, etc.

4. Creative and aesthetic interests: dramatics, music, dancing, arts, crafts, etc.

5. Social interests: social clubs, parties, picnics, civic celebration, dances, etc.

ANSWER KEY

MODULE 8.1

1. Match the letter of the theorist on the left with the appropriate numbered statement on the right. The same letter may be used numerous times.

a. Ginzberg
b. Roe
c. Holland
d. Super

1. a
2. b
3. d
4. b
5. d
6. c
7. d
8. c
9. a
10. c
11. a
12. b
13. d
14. b
15. d
16. b
17. a
18. c
19. a
20. c

ANSWER KEY

MODULES 8.2, 8.3, 8.4

Due to the nature of these modules, there are no correct or incorrect answers. Successful completion of these modules is determined by criteria contained in Pre- or Postassessment sections.

ANSWER KEY

MODULE 9.1

PREASSESSMENT

1. Authoritarian Personality

   Characteristics:

   High degree of conformity
   Defendence upon authority
   Overcontrol of feelings and impulses
   Rigidity of thinking
   Ethnocentric

2. Prejudice means, literally, any kind of prejudgment. It is generally used in the negative sense, and most often indicates strong feelings a person of one race has toward a person of another race. It is generally highly stereotyped, many-sided, and learned early in life.

3. Social distance is often maintained by persons of the mainstream toward:

   a. A certain racial group
   b. A certain nationality
   c. A particular religion
   d. A specific occupational group
   e. A particular socio-economic level
   f. A certain social club

4. Stereotyping can be described as a process during which:

   a. One categorizes a group or person by certain selected attributes, while ignoring other characteristics
   b. A substantial number of people agree on the traits attributed to that group
   c. There is a discrepancy between actual and attributed traits.

POSTASSESSMENT

A. Refer to preassessment keys.

Parts B, C, and D are to be done in coordination with the trainee's supervisor (if available). If not, the exercise of answering B, C, and D may still be of value to the trainee. Answers to these sections are highly individualized and relative. The supervisor and/or the trainee will determine if answers are acceptable.

ANSWER KEY

MODULE 9.2

PREASSESSMENT

Any five of these traits are acceptable as answers. Any one of the characteristics listed for each trait is acceptable for the second part of each question.

1. Indian concept of time

   Characteristics: time is "now", lateness is not an issue, time is not seen as past, present, or future.

2. Indian sense of "weness"

   Characteristics: identity comes from group, all have equal status, social identities are nurtured and maintained by the group, each individual is important to the group.

3. Non-verbal cue - eye contact

   Characteristics: many traditionalist Indians do not use eye contact, it might be considered embarrassing to the other person, to be courteous one shouldn't look directly at a person.

4. Indians and "small talk"

   Characteristics: often don't use it, think it is a waste of words, would rather speak straight to the point, see "small talk" as a waste of words.

5. Power of speech

   Characteristics: speech is seen as a perilous gift, listening is as important as talking, silence is meaningful and comfortable, being articulate isn't necessarily considered a desired trait.

6. Indian attitudes on humor

   Characteristics: it is good to laugh at oneself, it is healthy to laugh with others, is often used as a form of social control, too straight a face is uncomfortable.

7. Traditionalist "world view" of Indians

   Characteristics:

   1. Accepting the group's sanctions rather than individual choice is the way to live.
   2. Their practice of ignoring undesirable behavior.
   3. They see little predictability in social behavior or person relationships.
   4. Their concept of status.

8. Indians reactions to confrontation

   Characteristics: feel confrontation is rude and offensive, it is seen as rude.

POSTASSESSMENT

A. Refer to preassessment key.

Parts B and C are to be done in coordination with the trainee's supervisor (if available). If not, the exercise of answering B and C may still be of value to the trainee. Answers to these sections are highly individualized and relative. The supervisor and/or the trainee will determine if answers are acceptable.

ANSWER KEY

MODULE 9.3

PREASSESSMENT

Any five of these traits are acceptable as answers. Any one of the characteristics listed for each trait is acceptable for the second part of each question.

1. Mexican-American sense of family loyalty

   Characteristics: family's needs greater than individual's, family most important social relation, honor and respect connected to obligation to family.

2. Mexican-American male/female roles

   Characteristics: education stressed for males, not females, males taught to desire physical over mental strength, Mexican-American females could be hesitant to participate in things outside of the home.

3. Bilingual Challenges

   Characterisitics: communication is best in one's mother tongue, language is necessary for learning, one's language is a big part of one's identity and self-esteem.

4. Mexican-American "World View"

   Characteristics: status is from one's family lineage, affective expression is very important, time is "now," work is necessary only to satisfy one's present needs, the "old ways" are best and not to be changed, non-scientific explanations are acceptable for behavior, see little or no control over one's destiny.

5. Mexican-American "time"

   Characteristics: non-concern with punctuality or clock-watching, time happens "now," wasting time or postponing time not understandable.

6. Mexican-American manners and diplomacy

   Characteristics: great concern for other's feelings, see direct

communication as discourteous, always allow room for other person to maintain dignity.

7. Mexican-American humor.

   Characteristics: no satire, no put-downs, sensitivity to other's feelings, criticism isn't part of it.

POSTASSESSMENT

A. Refer to preassessment key.

Parts B and C are to be done in coordination with the trainee's supervisor (if available). If not, the exercise of answering B and C may still be of value to the trainee. Answers to these sections are highly individualized and relative. The supervisor and/or the trainee will determine if answers are acceptable.

ANSWER KEY

MODULE 10.1

There are no specific answers for the preassessment and postassessment. Each community will have various agencies which are appropriate for referral. A trainee must locate specific sources of aid.

There are, however, a number of common agencies which may assist in these areas:

1. HOUSING

    a. Public Housing Authority
    b. Public Assistance (Welfare)
    c. Department of Housing and Urban Development (HUD)
    d. Aid to Families with Dependent Children (ADC)

2. FOOD

    a. Neighbors in Need
    b. Salvation Army
    c. Public Assistance
    d. United Way
    e. Churches

3. CHILD CARE

    a. Aid to Families with Dependent Children
    b. Churches
    c. Private Agencies
    d. Public Assistance
    e. Employment Security

4. FINANCIAL AID

    a. Public Assistance
    b. Aid to Families with Dependent Children
    c. Churches
    d. Salvation Army

ANSWER KEY

MODULE 10.2

There are no specific answers for the preassessment and postassessment. Each community will have various agencies which are appropriate for referral. A trainee must locate specific sources of aid.

There are, however, a number of common agencies which may assist in these areas:

1. PSYCHOLOGICAL SERVICES

    a. Mental Health Clinic
    b. Crisis Clinic
    c. Suicide Prevention Center
    d. American National Red Cross

2. ALCOHOL INFORMATION

    a. Alcoholics Anonymous
    b. Al-Anon Family Groups
    c. Alateen
    d. Alcohol Emergency Service
    e. Local Alcohol Agencies

3. PARENTAL INFORMATION

    a. Local School Districts
    b. Local Community Colleges
    c. YMCA
    d. YWCA
    e. Church Groups

ANSWER KEY

MODULE 10.3

There are no specific answers for the pre- and postassessments. The supervisor should evaluate all paper work generated by the trainee. He/she should question the trainee regarding familiarity with programs, requirements, and procedures for getting services. He should obtain names of individual contacts for each program from the trainee.

Note: This module connot be considered to be complete unless the trainee has personally visited each of the agencies mentioned in the module and has actually completed all paper work by each agency.

ANSWER KEY

MODULES 10.4, 10.5, 10.6, 10.7

Due to the nature of these modules, there are no correct answers. Successful completion of these modules will depend upon resources available in your local community. The trainee should follow the criteria (as outlined in the preassessment section) as closely as possible.

ANSWER KEY

MODULES 11.1, 11.2, 11.3, 11.4

Due to the nature of these modules, there are no correct or incorrect answers. Successful completion of these modules is determined by criteria in preassessment sections and by following the guidelines in the appended materials.

ANSWER KEY

MODULE 12.1

Employment: The act of a person who is actively employed regardless of age.

Unemployment: A state of being of anyone who has been employed or who is 16 years of age and over and who is without work. This excludes people who are students, retired, injured, too young or too old.

Surplus Occupations: The demand for labor is this type of occupation is low or not enough jobs for the amount of people trained in a specific occupation, i.e., aero-space, teachers, machinists.

Demand Occupations: Occupations that are demanding qualified workers and cannot find them.

Seasonal Unemployment: Unemployment that is seasonally affected, such as farm workers, sales clerks, accountants, toy manufacturing, construction.

Frictional Unemployment: Usually is about 2% of work force. Frictional unemployment is composed of dissatisfied workers who quit work, are fired, or who are temporarily out of work.

Economic Depression: A period marked by excessive slackening of business activity, much unemployment, falling prices and wages, etc.

Mass Unemployment: A stage marked by widespread national joblessness and depression in the economy.

Cyclical Unemployment: Unemployment of this type is rare but it does exist. It usually occurs every so many years, such as farmers during drought or politicians after a change in administration.

Technical Unemployment: Unemployment caused by automation or technical advances. Employment is also a result of technical advances.

Seasonally Adjusted Unemployment Rate: After the total unemployment rate has been obtained, it is adjusted to average out the seasonal influences. Monthly data for the previous eight or nine years by month are examined to determine the normal seasonal pattern of the total unemployment rate. Factors are then obtained from the computer to apply to the total unemployment rate to compensate for normal seasonal fluctuations. Each month will have a different adjustment factor. When

an unemployment rate for the United States is quoted by the U. S. Department of Labor, it is the seasonally adjusted total unemployment rate that is given. Due to the seasonal fluctuations in unemployment in Oregon, the insured unemployment rate and the unadjusted total unemployment rate will be higher in the winter months when seasonal unemployment peaks. So the seasonally adjusted rate will be lower than either the covered unemployment rate and the total unemployment rate for each of those months. Conversely, during the summer months when seasonal unemployment is at its lowest, the seasonally adjusted rate will be higher that either the insured unemployment rate or the total unemployment rate. Simply put, an average cannot be as high or low as the extremes.

ANSWER KEY

MODULE 12.2

Change Factors:

(1) Length of working life
(2) Composition of the work force
(3) Occupations
(4) Geography of American Industry
(5) Education and training prerequisites for employment
(6) Wage determinants
(7) Industrial structure

1. (4)
2. (1)
3. (2 & 3)
4. (7)
5. (6)
6. (2)
7. (1)
8. (4)
9. (2)
10. (4)
11. (3)
12. (1)
13. (2 & 7)
14. (5)
15. (5)
16. (6)
17. (2, 3, 5)
18. (5)
19. (3 & 6)
20. (7)

ANSWER KEY

MODULES 12.3, 12.4, 12.5, 12.6

Due to the nature of these modules, there are no correct or incorrect answers. The activities required for completion of these modules depends upon local community conditions. Successful completion of these modules is determined by criteria statements in pre- or postassessment sections.

ANSWER KEY

MODULE 12.7

1. a. Private industry

   b. Local, state, and federal government

   c. Various organizations (unions, professional organizations, etc.)

2. a. State department of employment

   b. Private employment agencies

3. Will vary from town to town.

ANSWER KEY

MODULE 12.8

1. Among the factors of "accomplishment," "social institutional," money status" what appear to be your major motivators? What are the implications of this information for you in seeking a job?

   Trainee should be able to relate the above motivators to the type of career he/she desires to pursue, i.e., what kind of career is likely to provide the opportunity for satisfying the above needs.

2. Indicate whether you agree ("A") or disagree ("D") with the following statements and comment on the reasons for your response.

   A. (A)

   B. (D)

   C. (A)

   D. (A)

   E. (A)

   F. (D)

   G. (A)

   (Note: Subsections A through G refer to Man in a World at Work [Chapter 15] by Henry Borow, Boston: Houghton-Mifflin Co., 1964.)

3. When do intrinsic work motivators tend to predominate in a person's vocational development and why?

   When all lower level needs are adequately met, e.g., safety, security.

ANSWER KEY

MODULE 13.1

(Two definitions are listed in some cases.)

1. a. Race: A large subdivision of man which is characterized by a common ancestry and a number of common characteristics, particularly visible or somatic characteristics. The term "race" has become highly controvertial because of exceptions to the rule of what constitutes any given race, since there are so many variations in skin color, hair quality, physique, facial contour, etc., that is is very difficult to establish criteria with any degree of certainty.*

   b. Racism: The social and political belief that utilizes race as a basis for economic, political, and social segregation, denial of rights, and treatment of the disadvantaged group as inferior.*

   The predication of decisions and policies on considerations of race for the purpose of subordinating a racial group and maintaining control over that group.**

   c. Individual Racism: The involvement of both prejudicial beliefs and discriminatory behavior of individuals.**

   d. Institutional Racism: The complex of institutional arrangements that restrict the life choices of Black and other non-white Americans in comparison to those of white or white Americans.**

   e. Prejudice: (1) An attitude, either positive or negative, which has been formulated in advance of sufficient evidence and which is held with emotional tenacity. (2) A belief or judgment, usually unfavorable, which predisposes the individual to behave in a certain way or to think in a certain way toward others.*

   An effective, categorical mode of mental functioning involving rigid prejudgment and misjudgment of human groups.**

   f. Discrimination: Prejudice, particularly prejudice which is based on racial, religious, or ethnic consideration.*

*Dictionary of Psychology

**Racism and the Mental Health of White Americans: A Social Psychological View

The action component of inter-group prejudice.**

g. Indirect Discrimination: Restrictions in one realm, such as politics, created by direct discrimination in another realm, such as education.**

h. Direct Discrimination: An acting out that limits the opportunities and choices open to the victimized group.**

i. Discriminatory Behavior: The acting out of intergroup prejudice against an outgroup on largely ascribed and particularistic grounds of group membership rather than on achieved and universalistic grounds of ability.

j. Stereotype: A rigid, biased perception of an object, animal individual or group.*

k. Ethnocentrism: The characteristic of holding one's own racial or national group to be superior.*

An organized system of items, or ideology, characterized by rigid ingroup and outgroup distinctions, stereotyped and hostile attitudes of outgroups generally, and stereotyped and submissive attitudes of ingroups generally, and a hiearchial, authoritarian view of group interactions. **

l. Attitudinal Racism: Any action taken against people of color simply because they are not white.**

(Note: Because some of the above words/concepts and definitions apply to other subject matter, the definitions indicated are those which relate to this subject.)

2. One of the misconceptions is that people tend to discuss individual racism as if it operated in a psychological vacuum rather than associating it with other values and beliefs.

3. Institutional racism supports individual racism.

Racist institutions may not be headed by racists or have racist intentions.

It is extremely difficult to combat institutional racism effectively.

*Dictionary of Psychology

**Racism and the Mental Health of White Americans: A Social Psychological View

4. Read the attached R/D case of Griggs v. Duke Power Co. for an explanation of the term "fair in form but discriminatory in operation." (Appended Materials section.)

5. The Civil Rights Act of 1964 and the Equal Opportunity Act of 1972 were a result of violent confrontation between whites and non-whites in the sixties.

There are many valuable resources available on R/D. Use the appended materials with other relevant resources already learned and/or available.

The following are excerpts from different articles:

After the Report of the National Advisory Commission on Civil Disorders implicated white racism as the major cause of Black and white conflict and violent civil disorders, responses ranged from angry rejection of the notion to serious calls for corrective action. One of the weaknesses of the report was that it failed to demonstrate the psychological roots, forms, and functions of racism and their direct relationship to interracial conflict and violence. . .

Racism cannot be explained on a here-and-now basis, nor can it be understood as a function of any single social condition of the past such as slavery. As evidence, Carribean, Central and South American countries with a history of slavery are less overtly racist today than most of the United States. Racism has a history peculiar to the specific social context in which it occurs. White racism in America grows out of the social conditions of sixteenth-century Europe and Africa and was shaped by forces, specifically geography, and economics of this country.

The vast majority of minorities function only as custodial and clerical workers and are the exploited class of workers. From this, stems the present division of the economy along racial lines and is the result of both intentional and unintentional institutional racism. The minority worker is in a position of non-power, e.g., no influence upon his/her job . . .

Other factors such as the educational background of most minority people affectively cripple them for highly skilled positions. Also, years of inexperience cripple minorities who have been barred from the white business world. Thus, this kills the ambitions and participation of qualified minorities.

We also find other reasons minorities leave jobs are due to overt and covert racism.

Most whites leave jobs because they find more promising jobs with free enterprise. This avenue of free enterprise is not too respective to minorities . . .

Some problems non-whites have on the job are as follows: racial jokes are often used with direct and indirect harm behind them, whites make a mockery of non-whites when they come to work in their cultural dress, and view this as being an uncivilized manner of dressing . . .

Thus, psychologically non-whites feel they are being rules on a system controlled by a plantation boss or slave master conduction. This feeling stems from non-whites being at powerless positions.

6. The follow excerpts taken from THEY AND WE, by Peter I. Rose:

"Were there no cultural value placed upon racial ancestry it would matter little, but in this race conscious society those who are 'colored' and relegated to an inferior status position. In almost every American town and city there is a close connection between the tasks people perform, the way in which they live, and the color of their skin. Menial work is disproportionately the province of 'colored' citizens, the shabbier neighborhoods being their domain. 'Whites,' by contrast, tend to have a greater percentage (relative to their size), of better and more varied jobs, and, in many instances, finer homes in better neighborhoods. The sociological importance of such a correlation lies in the fact that it is culturally, not biologically, determined."

"The influence of European (and to lesser extent, Asian and African), culture on America is easy to recognize. This is, however, but one side of the picture, for the very presence of newcomers has, in each generation, often provoked the resentment and suspicion of those already here. America has not been immune to group hatred and discrimination. Throughout its history there have been those who have persisted in denying their fellow citizens the right to full participation in American life, who wished to maintain a society where the right 'right' skin color or religious preference or cultural heritage was considered to be an essential requisite to acceptance on an equal basis. Gunna Myrdal, the Swedish social scientist, thus characterized the United States as a nation possessing a wide gulf between the democratic ideal of brotherhood and the overt manifestations of intergroup conflict.

7. Discrimination takes three basic forms: age, sex, and race. All three areas have certain factors in common, such as difficulty in finding jobs; lack of "equal pay" or adequate pay for services performed; and stereotyped attitudes towards each group. Discrimination on the basis of race is still the most pressing problem facing the employment, is so integrated with other forms of racism, both subtle and overt, that it is difficult to deal exclusively with employment. Such factors as education, social attitudes, myths, and misconceptions are all evident in the area of race and jobs.

...There is but one social force for the Negro, and that is color. As long as the Negro is Black, and the White man harbors to prejudice, what has the Negro to do with class, or caste, with capitalism, imperialism, facism, communism, or any other "ism"? Race is the Black Man's Burden.

...based on the 1970 census, revealed that Black people lagged far behind whites in most economic areas. The following were among the key findings of the joint study, as reported in The New York Times, July 27, 1971;

- blacks increased their median income by 50 percent during the decade, but by 1970 - 8.2 percent against 4.5 percent - the black rate was less than double the white race for the first time since the early 1950's;
- black families were slightly more likely than whites to have more than one wage earner;
- the 1969 income of the average black family with three earners - both parents and one child, for example - was not significantly different from the income of the average white family with only one earner;
- in 1969, about one-fourth of all black families had incomes of $10,000, but one-fifth of all black families earned less than $3,000
- The report is entitled <u>The Social and Economic Status of Negroes in the United States</u> (1970 U.S. Government Printing Office).

...Most frequently it manifests itself through relegation to "traditional positions and through discriminatory promotional practices. The maxim, "last hired, first fired," is applicable to many minority groups, but most particularly Negroes, as is evidenced by the greater unemployment rate for these groups.

Discrimination by labor organizations, particularly certain construction unions, with respect to membership and apprenticeship training is widespread. Segregated locals still exist despite contunious statements of opposition by national labor leaders , . .

8. Institutional racism is hard to eliminate. Hence several Affirmative Action Programs were developed. These programs, in essence, put mandates on the businesses to comply with Equal Opportunity laws.

9. 1. Overt Discrimination: An explicit refusal to hire, recruit, assign or promote a person or group—or discharge on any of these bases may be considered overt discrimination.

2. Fair in Form but Discriminatory in Operation (Covert): Instituting standardized tests and/or educational levels as a condition for employment when these conditions do not significantly relate to successful job performance. Refer to Griggs v. Duke Power Company for an example.

3. Recruitment: Disseminating false or misleading information to non-white groups. Avoiding or failing to inform non-white groups of work opportunities and the procedures for obtaining them.

   In some cases word to mouth dissemination could constitute R/D if the work force is primarily white because they tend to provide information only to their friends and relatives of present employees.

4. Hiring Standards: Where it can be shown that non-white groups are less likely to possess educational qualifications required by an employer and where such qualifications are not job related. . .

5. Test: Using a test as an instrument to screen out non-white groups as compared to whites. And when the test is not job related.

6. Relatives Preference: If the employees are substantially non-minority (white) giving preference to relatives with respect to employment opportunities if deemed unlawful.

7. Height, Weight, and Physical Characteristics: Considering some non-white groups and certain jobs, imposing physical characteristics may have an adverse impact upon those groups.

8. Arrest Records: In certain states using an arrest record as a per se disqualification has been shown to have an adverse impact on non-whites.

9. Discharge Due to Garnishment: Firing of non-white people is illegal because a disproportionately higher number of non-whites are subjected to garnishment.

10. U. S. Citizenship: Although Title VII of the 1964 Civil Rights Act does not prohibit discrimination on the basis of citizenship or alienage. The Fourteenth Amendment's equal protection prohibits state government to discriminate against aliens.

11. 1. In general, the functions of the Human Rights Commission is to exercise the police power of the state for the protection of the public welfare, health, and peace of the people in the state, and in fulfillment of the provisions of the Constitution of the state concerning Civil Rights.

2. It also has the power with respect to elimination and prevention of discrimination in employment because of race, creed, color, national origin, sex, marital status, age, or the presence of any sensory, mental, or physical handicap.

3. It is an objective body established to conduct investigation upon the identification of a formal complaint of discrimination.

4. In addition, it has the authority to determine by recommendation whether or not the result of their findings have probably cause. If so, a written conciliation statement per cause and a negotiable response from the chargeable party is prepared for deliberation.

11. A. Fifth Amendment to the U. S. Constitution (Ratified 1791)

It applies to the Federal Government and protects individuals from being deprived of their liberty without due process of law.

B. Fourteenth Amendment to the U. S. Constitution (Ratified 1868)

This Amendment addresses itself to the state. It prevents a state from depriving any person equal protection of the law.

It also prevents a state from making or enforcing a law which abridges the privileges of immunities of citizens of the United States.

The Federal Government can make laws to enforce this Amendment.

ANSWER KEY

MODULE 13.2

1. Suggested value dimensions or concepts which may indicate specific differences between the Chicano, American Black, Indian, and "dominant culture (letters and numbers correlate with grid in Module 13.2).

1. A. A way out, valued as a means of achieving economic freedom.

   B. Necessary but not dominant factor, pride in accomplishment.

   C. Significant only for survival, ego involvement low, other priorities generally higher.

   D. Central to ego development, place identity comes from most important choice man has to make in life.

2. A. Not tied to anything emotionally but enjoyed fully.

   B. Secondary to community sense, accepted as natural consequence of effort.

   C. Not important, anything acquired is not one's own but something to be shared.

   D. Very important, measure of worth, competitive, I must make more than you.

3. A. Patois or dialect differing from dominant culture.

   B. Frequently bilingual speech filled with analogies frequently, frequently emotional.

   C. Not used to fill silence but to communicate, directness valued.

   D. Directness not valued, tend to cushion intended meanings, wide use of euphemisms.

4. A. Valued but not to the extent that Anglos tend to.

   B. Not valued very highly, each experience lived fully without regard to time.

   C. Not necessarily high in priority list, people and immediate activity more important.

   D. Very deeply cherished value, lack of punctuality seen as insulting, more important than other needs usually.

5. A. Conformity to group norms is usual but not to dominant culture.

   B. Individuality rewarded but family and group solidarity has higher priority.

   C. Group norms are very important, group welfare more important than individual.

   D. Necessary to get ahead, seen as part of "the game," non-conformity punished.

6. A. Enjoyed but no emotional attachment to them usually.

   B. Not as important as in the dominant culture, sharing of resources valued.

   C. Not important since nothing is here to be possessed but rather to be shared.

   D. Measure of worth, motivator of first order importance, tells people I'm somebody.

7. A. Wide range usually expressed quite openly unless punished.

   B. Expressive, open, accepted as natural and desirable.

   C. Controlled, but expressed openly when they are not likely to be a source of embarrassment.

   D. Guarded, value is to suppress or at least not to express openly.

2. What barriers may exist for women in making occupational choices?

   Stereotyping of women's work roles. Male dominated occupations. Women perceived as threat to men. Woman herself having narrow view of what women can do. Marriage relationship which locks her into certain choices. Care of children seen as her responsibility.

ANSWER KEY

MODULE 14.1

I. Suggested questions for visit to adult education center:

1. In which of the following areas is counseling offered: educational, vocational, personal, social/community, intake?

2. What is the student/counselor ratio?

3. Do counselors schedule appointments or meet informally with students in the classroom? Or both?

4. Are counselor contacts individual or group? Or both?

5. How are meetings arranged?

6. What services do counselors provide? Recruitment? Referral? Retention? Testing? Orientation? Follow-up? Other?

7. If responsible for follow-up, what kinds and in what areas (see #1 above)? How long?

8. Who evaluates the effectiveness of counselors?

9. What criteria are used for evaluation?

10. What special counseling needs do students have?

11. How effectively are these needs being met?

12. Do you plan any changes in your services?

13. Have you any suggestions for imporving the services?

Add any other questions you wish or formulate questions of your own.

ANSWER KEY

MODULES 14.2, 14.3, 14.4

Due to the nature of these modules, there are no correct or incorrect answers. Successful completion of these modules is determined by criteria in preassessment sections and by following the suggested guidelines in the appended materials.

ANSWER KEY

MODULE 15.1

1. Lines of communication

   a. Informal meetings

   b. Across-the-desk memo

   c. Regularly scheduled meetings

   d. Telephone

   e. Blurb Sheet

   f. Switch Roles

   g. Workshops to strengthen guidance role of ABE teacher

   h. ABE member on guidance committee

   i. File for anecdotal record of student (should not include items that would break the law on confidentiality)

   j. In-service training sessions

   k. Coffee breaks

   l. After-class consultations

   m. Attend workshops together and discuss problems

The supervisor may use his own judgement in evaluating the trainee's descriptions of the effectiveness of these avenues of communication.

2. If the trainee is not familiar with at least one on-going ABE program, he/she should proceed to the Learning Activities.

ANSWER KEY

MODULE 15.2

The following are examples of the types of answers that might appear on pre- and postassessment.

1. Methods of obtaining staff and student input:

   a. Staff meetings
   b. Written suggestions
   c. Evaluation by students
   d. General converstations
   e. Newsletters
   f. Journals and books
   g. Utilization of state and regional resources
   h. Advisory boards (composed of staff, students, community)
   i. Contact ex-students

2. Questions and concerns enrolling students may have:

   a. What are the hours?
   b. Where do I park?
   c. How is attendance recorded?
   d. What about fees?
   e. What will I have when I complete the class that I don't have now?
   f. Will it improve my chances for getting a job?
   g. Will it make me more successful?
   h. What's expected of me?
   i. Will I be graded?
   j. Who's eligible to enroll?
   k. What about coffee breaks?
   l. Where can I get lunch, food, snacks?
   m. How do students get help when needed?

n. Who's here to help?

o. What are the staff members' names?

p. May I smoke?

q. Where's the restrooms?

r. May I bring my children?

s. Will I be placed in materials above my head?

3. Information a counselor can provide:

a. Why counseling?

b. Who may use counseling facilities?

c. What services are available?

d. How can I investigate career, education, vocational opportunities?

e. What financial help am I eligible for?

f. What veteran benefits am I eligible for?

g. How can I improve social relations, self image, marital relations?

h. What testing is available?

i. Are discussions with counselors confidential?

j. What would I be good at doing?

k. Where and when can I contact a counselor?

l. What community resources are available to me?

ANSWER KEY

MODULE 15.3

1. Individualized or programmed instruction

(1) Programmed instruction can be in the form of programmed textbooks or teaching machines. (2) Material is presented in a series of carefully planned sequential steps. (3) Learner responds to each step and receives immediate feedback regarding the correctness of his response. (4) Correct responses are rewarded by permission to proceed to the next step. (5) In the case of incorrect responses, the student is instructed to restudy the material. (6) Each student works at his own rate. (7) Program is planned to bring learner to the accomplishment of specified behavioral objectives.

The linear approach to programmed instruction relies on reinforcement aspects of conditioning learning-behavior theory. This approach takes the student on a direct line to the terminal behavior, with cues or prompts which help him make the correct response in each small step. The branching approach gives the student choices which determine the material he will see next. The multiple-choice questions not only permit recognition of correct responses but also develop new paths of learning in the event that the correct response was not recognized.

2. Programmed Materials (No list in this answer sheet is by any means intended to be a comprehensive list. Only the most commonly used materials are listed.)

a. Noonan Spradley Math--Allied Ed. Council

b. Job Corps GED

c. Steck Vaughn GED

d. Cambridge GED Prep

e. YES Books GED Prep

f. Cambridge Pre-GED

g. Mott Basic Language Skills Program

h. Sullivan Programmed Reading for Adults--McGraw Hill

i. Sullivan Programmed Math--EDL

j. SRA Labs--RFU, Dimensions in Reading, Power Builder, Manpower and Natural Resources, etc.

k. EDL Word Clues

l. EDL Programmed materials and machines

m. Individualized English Kit--Follett

3. Reading Materials

A. Beginning:

1. Adult Basic Education Series--Cambridge
2. New Readers Press--Skill Books and other materials
3. Mott-Basic Language Skills
4. Sullivan's Programmed Reading
5. Reader's Digest Skill Builders'
6. Adult Readers--Steck Vaughn
7. EDL programmed materials
8. Phonics in Operation--Lyons & Carnahan
9. Operation Alphabet--Noble & Noble
10. Decoding for Reading--MacMillan
11. Plus 4

B. Intermediate:

1. Basic Reading Skill--Scott Foresman
2. SRA--RFU and Power Builder Kits
3. EDL books and tapes, EFT Levels
4. Specific Skills Series--Barnell Loft
5. Kaleidoscope Readers--Field Enterprises
6. Be a Better Reader Series--Prentice Hall
7. Phonics We Use, Levels FG
8. Grolier--Reading Attainment
9. Cambridge Pre-GED

C. GED:

1. Basic Science for Living--Steck Vaughn

2. Job Corps
3. All GED prep books (see No. 6, Publishers of GED books)
4. 88 Passages to Reading Comprehension--College Skills Center
5. Grolier Consumer Education Kit
6. SRA--RFU and Power Builder
7. Steck Vaughn Social Science materials

4. Math Materials

a. Steck Vaughn
b. Holt, Rinehart, Winston
c. Noonan Spradley
d. Continental
e. Sullivan Programmed Math
f. SRA Computational Skills Kit

5. GED Test

The General Educational Development Testing Program is administered nationally by a special commission of the American Council on Education. Each state determines its own policies and procedures. An adult who achieves a satisfactory score on the High School Equivalency Exam is eligible to receive a High School Equivalency Diploma or Certificate. This is the legal equivalent of a diploma issued by a high school. By means of the GED test, adults can have their academic knowledge tested without having to go through the regular route of obtaining a high school diploma.

The test consists of multiple-choice items in the five areas: Correctness and Effectiveness of Expression, Social Science, Natural Science, Literary Materials, and Math. The three middle tests are primarily reading comprehension tests. The student retakes only those tests he does not pass. There are many forms of the GED test.

State policies for the GED Testing Program are listed in each of the publisher's preparation books. Adult basic education instructors should also know the policies for their state.

6. Publishers of GED preparation books

Cowles (now Cambridge)

Cambridge

ARCO

Scribners

Steck Vaughn

Harcourt Brace

YES Bocks

ANSWER KEY

MODULE 16.1

PREASSESSMENT

1. The following are the four categories of leads and when they are most likely used during an interview.

   a. Early leads: Leads most likely used early in a given interview or during the get-acquainted, problem-identification phases of the relationship

   b. Exploratory leads: These leads can be used throughout the counseling session as the client examines his thoughts and feelings

   c. Integrative leads: These leads can be used after the client has given sufficient information to pull his ideas together into useful patterns

   d. Action leads: These leads are likely to be most helpful in the final stages of the interview or during the summary

2. The following are identifications of type of lead for each of the ten possible leads: (a) early lead; (b) exploratory lead; (c) integrative lead; (d) early lead; (e) action lead; (f) integrative lead; (g) action lead; (h) exploratory lead; (i) integrative lead; (j) exploratory lead

POSTASSESSMENT

Part A

1. early lead
2. exploratory lead
3. exploratory lead
4. integrative lead
5. integrative lead
6. exploratory lead
7. early lead
8. action lead
9. action lead
10. integrative lead

ANSWER KEY

MODULE 16.2

1. The folders would be filed in alphabetical order by last name. This is the accepted way of filing records.

2. You might put it under ethnic origin. It might be important to the service agency because they are required to service a certain percentage of minorities. Also they may be keeping statistics in order to prove they qualify for a grant that specifies the agency must service minorities.

3. This information may be important to the agency in order to show there is a need to keep their particular service in operation. Also they may need these statistics in order to apply for specific grants and monies to run their service.

4. The enrollment records would be of importance because that would determine how much money they will get paid.

5. This information would be recorded on the initial interview sheet. It is necessary under the guidelines of the agency to know the financial status of the client to determine if he/she is eligible for their services. It is low-income oriented.

6. You would keep records on his/her gross monthly income of the family, number of people in his/her family, and source of income. In some cases the fee may actually be paid by a third party such as a relative or the welfare department. This too should be noted in the records.

7. The GED student must take all five exams and receive an average of 45*on them in order to receive his GED. Secondly, if a student must retake an exam it is important to know this fact so he will not be given the same test he took the first time.

8. Whether a student is ABE or GED level is important: (a) to the supervisor because it determines who will be paying for the person's education, i.e., state, federal, etc., (b) for the counselor because he/she can more realistically counsel the student as to his/her goals and future, (c) to the teacher because he/she must be able to determine what level of work he/she can successfully complete in the classroom situation.

*Average GED score varies according to state policy.

9. Both the state and federal governments could want access to these statistics, especially if they are funding the service agency.

ANSWER KEY

MODULE 16.3

PREASSESSMENT

1. Drug Addict:
   (a) Escape reality
   (b) Money problems
   (c) Hedonistic
   (d) Family problems
   (e) Lacks self-discipline
   (f) Job problems
   (f) Problems with interpersonal relationships
   (g) Insecure childhood

2. Alcoholic:
   (a) Abusive
   (b) Money problems
   (c) Family problems
   (d) Low self-esteem
   (e) Job problems
   (f) Insecure childhood
   (g) Problems with interpersonal relationships

3. Prisoner:
   (a) Broken home in background
   (b) Insecure childhood
   (c) Lacks self-discipline
   (d) Family problems
   (e) Problems with interpersonal relationships
   (f) High incidence of homosexual behavior

4. Undereducated adult:

   (a) Migratory

   (b) Unemployed or job problems

   (c) Low self-esteem

   (d) Fear of school

   (e) Family problems

   (f) Money problems

   (g) Problems with interpersonal relationships

5. Client in Mental Health Clinic:

   (a) Family problems

   (b) Job problems

   (c) In a crisis situation

   (d) Poor interpersonal relationships

   (e) Desiring personal growth

POSTASSESSMENT

a. Undereducated

b. Client in a mental health clinic

c. Alcoholic

d. Drug addict

e. Prisoner

The student should be able to discuss his interviews with his supervisor and describe how he identified specific characteristics for each target population.

ANSWER KEY

MODULE 17.1

The Paraprofessional

Paraprofessionals are the backbone of an ABE program. They are often much closer to the students because they have more personal contact with them. Students frequently discuss their problems more freely with a paraprofessional because they are more at ease with a non-professional. Here are some of the things that a paraprofessional (referred to as "he" in this section) can do (1) for the ABE program, and (2) to develop his skills and abilities:

1. He can pick up information about a student's basic needs, his personal life problems and his feelings about the program. The paraprofessional can get this information in class, over coffee at break time, or perhaps at a chance off-campus meeting in the grocery store—in other words, anytime that he has contact or communication with a student.

2. In the above situations the paraprofessional can also pick up on remarks that students make to each other, remarks that relate to any of the above needs. He must keep his senses alert at all times to clues to student problems and to student needs. These needs may be personal, physical, social, financial, or the need to adjust the student's curriculum.

3. He can pick up on student awareness of staff attitude toward a student. Sometimes ABE workers let adverse feelings show without realizing it, and student comments can make them aware of what they're doing. The paraprofessional is most likely to overhear such comments and should convey them to other staff members.

4. He can relate to some students that others cannot relate to. If he has been through an ABE program himself, he is often able to provide support at difficult or frustrating times by relating some of his own experiences in the same situation. Frequently, experiences they have in common with students lend them fine powers of understanding and empathy.

5. He can listen. Sometimes just verbalizing a problem to someone who is willing to lend an ear will help a student arrive at his own solution to his problem. It's one of the functions Grandma used to serve before rest homes became so popular.

6. If the paraprofessional has gone through the program, he can best help with student orientation into the program, thus adding to student security.

7. He can tactfully offer help to relieve physical needs of students who are hesitant to express those needs to anyone. Example: A student may have a constant severe head cold over a long period of time. The paraprofessional may suggest that this is why the student feels run down and tired "which would make me feel very irritable toward my family and keep me from doing my best in school." He could suggest a common remedy or even make a doctor appointment through an agency if the student is connected with an agency.

   Another example: The paraprofessional may find that a young person with stained, dirty looking teeth never brushes them. "With such nice teeth what a beautiful smile you'd have with little effort and expense."

8. He can learn about all the agency services that are available in the community so he can refer students for help.

9. He can learn to recognize symptoms in students that call for counseling, and bring these symptoms to the attention of the team if he can't deal with them. (See Module 17.2)

10. He must recognize his own limitations in the counseling field so that he knows when to call for help.

11. He must develop a high degree of discretion and trust with each student that he works with.

12. He can encourage a student with sincere and honest praise when possible. If overdone, this can lose its effect. The satisfaction of advancement is enough for most adult students.

13. The paraprofessional can discover exposure areas that help students grow in unexpected ways. Example: Bill, a "retarded" student, took colored slides of a raft race down the rapids of a local river. There were some twenty-five entries and though the photography was somewhat amateurish, it was a delightful fifteen minute presentation, with Bill commentating. Bill had incidentally mentioned the slides to a paraprofessional who asked to see them. He then asked Bill to show them at staff meeting and finally to the class. What this did for Bill's self-confidence and pride was something else.

14. He should know his subject matter, but since ABE covers such a wide range, the ABE worker should never be afraid to say, "I don't know," or, "I'm sorry, I was wrong about that."

15. The art of loving is a necessary curriculum ingredient, and it's a two way street. Love, in this case, is based on genuine compassion, empathy and desire to be of service. It can be displayed often by little personal touches, gestures, or oral and facial expressions.

16. He can make phone calls or home visits to absentees.

17. If the paraprofessional has been a student himself, his arguments for staying in the program will perhaps be more convincing than the teacher's.

These contributions are very basic, but are critical to a good team approach to ABE counseling.

The Teacher

The teacher performs all the duties of the paraprofessional, but most perform a few extra ones.

1. The teacher can diagnose specific weaknesses and prescribe materials that: (1) fit the student's needs and interests, (2) are on the right level, and (3) are in correct sequence. Good organization and sequence insure continued success or reward which is necessary to learning.

2. He can connect the curriculum to the stated goals of the student. This involves having a wide selection of materials that covers a wide range of interests and levels, and enough to cover most needs of students. Curriculum should be life centered; linked with each student's "life hooks"—his family, his work, his religion, his hobbies, etc. Curriculum is never a finished product, but an ever-changing process to fit the needs of the student. It should emphasize making a life, not just a living; not just how to make more money, but how to make the best use of what the student has or is able to earn. If a student disagrees about his curriculum, he should be allowed to reach his own decision. Only then can he be fully committed to the decision, and may later see the wisdom of the teacher or vice versa. Curriculum should open new vistas whereby a student will make new decisions concerning his life. Once he starts making decisions about

which he feels good, he is on his way to becoming a decisive person, a liberally educated person.

3. He should be willing to develop special materials for special needs.

4. He can adapt his teaching approach to the student. If one method doesn't work, he should know how to try another. He must be flexible and open minded to suggestions from others.

5. He can see that the student enjoys immediate success upon entering the program. Materials should be structured so the student can get involved.

6. He can be the leading force in the group, but still be an equal to each member of the group as a human being.

7. He can recognize the class so there is a sense of wholeness and a feeling of belonging, and still let learning be individualized and personalized.

8. He can provide for small group discussions within the ABE class to get students involved and interested in issues, local or national, political, economic, or cultural. The topics should be of wide variety and interest so that every student will feel compelled to volunteer for some discussions. This is a great way to learn about students and to get them to "open up," sometimes to relieve pent-up hostilities and to display inner feelings about self and others. Students should provide some of the topics.

9. He can be sure that evaluation is an on-going process. This means a folder or some sort of record keeping of student progress, a record that is readily accessible to student and teacher to be discussed together.

10. He can keep entrance testing to a minimum, and do more when the adult is more comfortable in the program.

11. The teacher can help the student set short term, realistic goals at first, and let them become long range as the student gains confidence.

12. He can hold instructional sessions for the staff to teach or reinforce subject matter areas that are weak.

13. He should make sure that attitudes and content are learned along with skills.

The Administrator

The administrator controls the success or failure of an ABE program. These are things he can do to insure success:

1. He can listen to the needs of the program from the people who are working in the program.

2. He can trust the judgment of the ABE staff to recommend paraprofessionals for hiring.

3. Within his limits, the administrator can provide the best possible facilities and teaching materials to build student morale and to avoid or eliminate any feelings of inadequacy or inferiority to other classes on campus. If the program is operating at a community college it should be given the same priority as any other class, especially since it may be a great source of recruitment for the college.

4. He can provide good communication with the state director by making the staff aware of state and national trends and new developments in ABE.

5. He can serve as a catalyst between classified and teaching staff if needed.

6. He can provide good public relations by selling the program to civic organizations such as Lions Club, Rotary, School Boards, etc.

7. He can demonstrate a positive attitude toward the program which directly affects teaching morale, and this reflects in students.

8. He can be receptive to new ideas and willing to experiment in a field that is relatively new.

9. He can make sure that all staff is adequately prepared for confrontation with students. This training should include inservice time allotment to familiarize all workers with other staff members, with ABE materials (how to use them and what to do), and with pertinent student background information.

10. He can make sure that non-teaching time among the ABE staff is time profitably spent to benefit students, directly or indirectly.

11. He can familiarize himself with the details of the program's operation in order to offer constructive criticism as well as positive feedback.

ANSWER KEY

MODULE 17.2

Symptoms and Needs

These are some of the symptoms that every ABE staff member should be on the lookout for. Under each symptom are listed possible interpretations of the symptom or needs that it may reveal.

1. Tension

   a. Lack of self-acceptance
   b. Fearful of school situation—may feel too old to learn or has memories of failure and punishment
   c. Curriculum doesn't fit student's needs
   d. Chronic anxiety
   e. Lack of understanding of what is expected
   f. Anger, hostility for reasons that need to be discussed
   g. Needs energy outlet
   h. Emotional discomfort or uneasiness

2. Shy, withdrawn

   a. May be quiet by nature and appear withdrawn
   b. Learned behavior
   c. Afraid of failure
   d. Needs to be appreciated
   e. Uncertainty of, or mistrust of surroundings
   f. Unaware of responsibility one has toward others
   g. Psychological imbalances
   h. Need for others to take initiative
   i. Emotional problem

3. Loner, no friends

   a. Poor social habits
   b. Lacks maturity
   c. Needs guidance in discovering how to be a friend
   d. Independent, unique, fixed character unappreciated
   e. Fear of rejection

4. Overaggressive

   a. Compensation for fear
   b. Inferior feelings
   c. Lack of trust of acknowledgement
   d. Angry with failure

e. Learned behavior, needs to be unlearned or replaced
f. High frustration level
g. Personality conflict
h. Personal problem

5. Overly dependent

a. Has experienced a lot of failure
b. Needs to identify strengths
c. No self-confidence
d. Dominated at home
e. Too impressionable, overly oriented to sense of self
f. Needs responsibility
g. Work too difficult
h. Never had a chance to produce independently
i. Is very slow and knows it

6. Restless

a. Uncomfortable in situation
b. Ill fitting clothes
c. Poor curriculum
d. Needs physical activity
e. Has personal or health problem
f. Insecure

7. Frightened, ready to run

a. Doesn't feel adequate for situation
b. Needs someone to say, "I care."
c. Full of false ideas about program

8. Extreme fluctuation in moods and perception

a. Common in slow learners, erratic attention and retention
b. Drug use or abuse
c. Personal or health problem
d. Need for self-awareness and understanding
e. Mental resistance

9. Demanding

a. Need for feeling of significance and personal worth
b. Needs attention
c. Learned behavior

10. Rude

    a. Learned from example at home
    b. Unawareness
    c. Defense mechanism
    d. Symbol of attitude, don't give a "damn" about anyone, based on unhappiness and lack of love
    e. Needs improved self-concept
    f. Needs attention
    g. Thoughtless, places self needs and wishes before others
    h. Immature understanding of needs of others, fails to see them as equals

11. Preoccupied

    a. Has unsatisfied need, which until satisfied, will not allow student to become involved in academic process
    b. Hungry
    c. Difficulty being understood
    d. More pressing problems or interests
    e. Needs to be alone
    f. Needs to talk to someone

12. Short attention span

    a. Not used to following directions
    b. Used to doing only what he wishes
    c. Work too easy, too difficult, not meaningful
    d. Wants attention
    e. Doesn't feel well
    f. Brain damage
    g. Needs physical activity, muscles are jumpy
    h. Hyperactive
    i. Needs to correct physical defect, hearing, eyesight, etc.
    j. Personal problem

13. Uncontrollable laughter or giddiness

    a. Drugs
    b. Some (especially young girls) are prone to such actions
    c. Cover up for real feelings
    d. Tension release
    e. Deep seated psychological difficulty
    f. Bid for attention
    g. Nervous

14. Wastes time

    a. Not trained in using time, needs structure
    b. Curriculum not connected to student's goals, or needs adjusting
    c. Goals too long range
    d. Needs positive reinforcement for constructive behavior
    e. Lacks motivation

15. Day dreaming

    a. Highly imaginative nature
    b. Spends too much time alone
    c. Lacks social life
    d. May be hallucinating or high on marijuana
    e. Sleepy
    f. Expression of suppressed fantasies
    g. Poor curriculum
    h. Frustrated
    i. Emotional problem
    j. Out of touch with reality

16. Poor attendance, tardy and leaves early

    a. Could be out of necessity
    b. Lack of commitment and self-motivation
    c. Compulsive pattern
    d. Unorganized
    e. Poor home schedule
    f. Curriculum not meaningful
    g. Needs to discuss whys of his behavior
    h. Feels compelled to do something he doesn't wish to do

17. Frequent frown or worried look

    a. Dissatisfied with curriculum, not relevant
    b. Needs encouragement
    c. Eye strain
    d. Personal or health problem
    e. Hungry
    f. Needs academic help

18. Lack of eye contact during conversation

    a. Inferiority complex
    b. Insecure
    c. Fear
    d. Lack of trust

e. Deception
f. Perhaps never knew good straight-forward communication
g. Needs successes and encouragement
h. Needs acceptance

19. Body English, slouching, shuffle walk, head down

a. Poor self-concept
b. Plain bad habit
c. Shows how student feels inside
d. Depressed
e. Needs acceptance and encouragement

20. Hair over face

a. Peer-group style
b. Uses drugs
c. Covering blemish
d. Wishes to go unnoticed, to avoid contact

21. Dilated or pin-point pupils

a. Drugs (extremely dilated, LSD. Pin-point, heroin)
b. Needs medical evaluation
c. May be neurological impairment

22. Use of drugs

a. For escape from reality
b. Peer pressure
c. Social relaxation
d. Inquisitive about different effects
e. Lacks self-discipline

23. Hyperactive

a. Brain damage
b. Lack of physical activity
c. Drugs
d. Improper diet, allergic reaction
e. Psychological imbalance
f. Needs professional evaluation
g. May need to move around as he works, or work on blackboard instead of pencil and paper

24. Unclean and untidy

    a. Ignorance, unawareness
    b. Helpless, lack of facilities
    c. Defiance, gesture of rebellion
    d. Doesn't care, no one else does
    e. Low self-esteem
    f. Needs to learn implications for one's health and happiness
    g. Needs recognition and attention
    h. Depressed

25. Poor hygiene habits—body odor, bad breath, unsightly teeth

    a. Unaware of problem
    b. Never taught
    c. Financial problem
    d. Afraid of dentist
    e. Needs information, and assurance that interest is constructive

26. Poor physical health—too thin, overweight, sick a lot, head-chest congestion, squinting, audible breathing, head frequently turned to one side

    a. Needs financial help
    b. Improper food, clothing, or shelter
    c. Overworked
    d. Poor diet or poor eating habits
    e. Needs glasses or hearing aid
    f. Not enough sleep
    g. Emotional problem
    h. Needs medical check-up and emotional support

ANSWER KEY

MODULE 17.3

Basic Conditions

1. There must be inservice time and training, with pay, for the staff to (a) become familiar with all materials used in the program and to know what each will do for a student and at what level, and (b) time to interact with other staff members so each one knows the others' interests, talents, and abilities.

2. Each ABE staff member must know the agency services that are available in his community so that if student needs cannot be met within the program, he can refer the student to the proper place for help. This works both ways. The agencies should know what ABE can and does do for students.

3. Each staff member must be able to recognize symptoms that indicate counseling and guidance needs, and must know possible interpretations of each symptom and the needs the symptom may reveal (See Module 17.2).

4. There must be regularly scheduled time allowed for the staff to communicate among themselves about students with needs, to communicate with agencies, and for positive follow-up action to deal with students' problems. This may necessitate convincing administration that the extra non-teaching time, with pay, is a good investment in human welfare and for retention of students. A ratio of one hour of staff meeting to four student contact hours is not unreasonable.

5. Within the program there should be ongoing training of staff in counseling and guidance, and in any academic area where it is needed. Professional counselors could help with simple counseling techniques, and usually staff can help each other in the academic areas.

6. The ABE staff should be composed of people with a wide variety of interests, competencies, and personalities. They all need to relate well to people and have a genuine, unselfish desire to serve their fellow man.

7. For economic reasons and for empathic reasons, a staff should include an abundance of paraprofessionals, often chosen from the program by the teaching staff, in order to have a good student-teacher ratio.

8. The staff must be able to recognize limitations of the team, and the need for a professional counselor.

ANSWER KEY

MODULE 18.1

The following are examples of answers that might be given on the pre- and postassessments. As noted before "good" and "bad" answers will untimately depend on trainee's and evaluator's personal feelings of how well trainee has met goals as this module is more experiential than instructional.

1. Non-school related problems:

    a. Health problems
    b. Improper nutrition and health habits
    c. Distrust of school
    d. Physical disabilities
    e. Distrust of authority
    f. Fear of "unknown" new situations
    g. Pressing financial problems
    h. Demanding family problems
    i. Lack of cooperation at home (perhaps spouse resents education)
    j. Has trouble adjusting to change
    k. Fear of failure
    l. Extreme timidity
    m. Extreme nervous problems
    n. Fatigue
    o. Drugs taken make concentration difficult
    p. Transportation problems
    q. Babysitting problems
    r. Feels he has little in common with other students and staff.

2. School-related reasons that cause drop outs:

    a. School poorly located
    b. Materials not on adult level
    c. Curriculum not adapted to personal needs of students

d. Materials designed strictly for white middle class

e. Student placed in materials too easy or too difficult for him

f. Instructor talks down to students

g. Not enough instructional help available

h. Instructor not "well-versed" in the subject matters

i. Certain students get most of instructor's attention

j. Surroundings are formal and austere

k. Staff is unfriendly

l. Materials and methods not completely explained to students

m. School doesn't provide for special accomodations such as wheel chair ramps, etc.

3. Preventive techniques:

a. Create informal, comfortable learning atmosphere

b. Be aware of special physical needs of handicapped students

c. Adjust curriculum to students' personal needs

d. Constantly revise and re-evaluate curriculum and materials

e. Develop friendly, open, honest relationships with students

f. Help students devise study schedules

g. Help students realize potential and limitations of materials they're working with

h. Fully explain and justify all assignments

i. Show respect for students

j. Give students opportunities to discuss their frustrations

k. Encourage students to help each other

l. Be aware of community resources available to students

m. Evaluate your sensitivity to students' non-verbal communication.

ANSWER KEY

MODULE 19.1

Due to the nature of this module, there are no correct or incorrect answers. Successful completion of this module is determined by criteria in preassessment section.

ANSWER KEY

MODULE 19.2

1. For what reasons do you think it is necessary to formulate objectives before developing a questionnaire for follow-up studies?

One needs to be able to specifically state in detail what information he needs, what he will do with this information after he gets it, and how each item on the questionnaire contributes to meeting the specific objectives. If one is not able to do these things, he has not thought through the problem sufficiently.

For each area of inquiry (purposes in conducting the study) there should be a specific objective--"what am I trying to accomplish"--. We must know where we are going before we can proceed.

During this phase of objective and questionnaire development is also the time to consider how analysis of the data might take place.

Without survey objectives it will be difficult to make decisions regarding selection of sample, questionnaire construction, methods of analyzing data.

2. Explain the importance of the following in relation to the evaluation criteria:

a. Form of the question (open or closed): The particular form used is determined by the objective. Generally, though, it is desirable to design the questions in closed form so that quantification and analysis of the data may be carried out efficiently.

   Open-ended questions should be used when specific information such as "job or occupation" is needed. It is impossible to categorize all occupations into five or six categories. When we try to answer questions such as this in closed form, the error factor is greatly increased.

b. Psychologically threatening questions: A person who receives a questionnaire which he considers to be psychologically threatening, will probably fail to return it. This will decrease your percentage of return and thus weaken the results. If he does return it, little confidence can be placed in the accuracy of his reply because of his ego involvement in the situation. An example of a psychologically threatening questionnaire would be one sent to school principles concerning the morale

of teachers in their schools--low morale might suggest that the principal is failing in part of his job.

c. Elimination of leading questions: If the subject is given some hint as to the type of answer you would most prefer, there is generally some tendency for him to give you what you wish. This tends to introduce error into the study.

d. Inclusion of more than one question for each objective: In order to get enough specific information for each objective it is generally desirable to ask more than one question. This also allows for a check on the consistency with which the respondent answers the questions.

3. Evaluate the specific objectives developed by the trainee according to the specified criteria in the module.

4. Evaluate the questionnaire developed by the trainee according to the specified criteria in the module.

ANSWER KEY

MODULE 19.3

1. Explain the difference between a population and a sample:

A population is all the members of a real or hypothetical set of persons events, or objects. Examples of populations might be: school superintendents in the state of Idaho, all adult basic education teachers in the state of Washington, Vocational Education teachers in the city of Portland. Samples of populations are groups of representative individuals selected from a population for the purpose of making inference about or estimates of certain population facts. Examples of samples might be: ten fifth grade classes in the city school district, 150 of the 600 students enrolled in the ABE program in the state of Oregon.

2. a. Give three instances of studies where it would be appropriate to survey an entire population.

Sampling a population is appropriate if the population is small enough to work with. Any instance where the number in the population is small and where cost would be be prohibitive, it would be appropriate to survey the entire population.

b. Give three instances of studies where it would not be appropriate to sample an entire population.

Where the population is large and where cost would be prohibitive, it would be better to sample the population rather than work with it in its entirety.

3. Explain and give two examples using each of the following:

a. Simple random sampling: Where all individuals in a defined population have equal and independent chances of being selected as a member of the sample. The selection of one individual does not affect the selection of another individual in any way.

b. Systematic sampling: a prerequisite to systematic sampling is that the subjects are already placed on a list in random order. In this method, the number of subjects in the population (1000) is divided by the number of subjects needed in the sample (100) arriving at a quotient (10 in this case). Then the researcher selects at random a number smaller than the quotient. Then,

starting with that number, e.g., 8, he selects every eighth name from the population list to be included in the sample.

c. Strafified random sampling: This sampling procedures assures that the sample will be representative of the population in terms of certain critical factors that have been used as well as adequate cases for sub-group analysis. The population is divided into sub-groups or strata. For example, school principals may be stratified or grouped according to sex, age, educational level: males between ages 30-40 with bachelor's degree, males between ages 30-40 with post-master's work, females between ages 40-50 with Master's degree, etc.

4. Give three examples of how error might be introduced into a study by sampling technique.

There are many ways in which error might be introduced in a study by sampling technique. Some of those are:

--non-randomized sampling

--selecting a sample which is too small to be representative of the population

--selecting a sample of volunteers

--selecting a sample based on convenience only

--selecting a sample of a homogeneous group if the sample is to be generalized to a more heterogeneous group, e.g., teaching techniques in ninth grade alegebra classes using a higher middle class school for the sample

--not allowing for attrition in the study

--selection of an inappropriate sample

5. Given the specific statement of purpose developed in Module 19.1, describe an appropriate sampling technique , minimizing error.

Evaluate the sampling technique using the specified criteria in the module.

ANSWER KEY

MODULE 19.4

1. Explain the purpose of each of the steps in the data gathering process:

   a. Pretesting the questionnaire: The purpose of pretesting the questionnaire and to see what the return percentage is,

   to obtain comments on how to improve the questions,

   to see if certain items are either often left blank or answered differently than expected,

   to give a chance to analyze preliminary data to see if the methods planned for summarizing and quantifying data will work satisfactorily, and

   to see if the results may suggest additional questions.

   b. Letter of transmittal: The sole purpose of the letter of transmittal is to define your study purposes and make the respondent feel like his reply is important so that he will return the questionnaire.

   c. Follow-up techniques: As is evident, the purpose of this step is to follow up the original letter to thos who have not responded so that a sufficient percentage of returns can be obtained.

2. Explain possible techniques in following up questionnaires which have not been returned:

   Possible follow-up techniques might include the following:

   --follow-up letter

   --telegrams

   --certified letter

   --telephone calls

   --personal visit

3. The data gethering process developed by the trainee should be evaluated by three judges according to criteria for evaluation in preassessment, p. 56.

ANSWER KEY

MODULE 19.5

Due to the nature of this module, there are no correct or incorrect answers. The answers are determined by the type of data collected in module 19.4.

ANSWER KEY

MODULE 19.6

Due to the nature of this module, there are no correct or incorrect answers. The report on the follow-up study is based on information gathered in modules 19.1 - 19.5. The main criterion for completion of this module lies in the chosen format. The chosen format should most clearly present the findings of the follow-up study.

ANSWER KEY

MODULE 20.1

Due to the nature of this module, there are no correct or incorrect answers. Successful completion of this module is demonstrated by criteria statements in Pre- and Postassessment sections.

ANSWER KEY

MODULE 20.2

(Any three of the list for each case will be accepted.)

1.	Wide Range Achievement Test	(d)
	Nelson-Denny Reading Test	(d)
	Metropolitan Achievement Tests	(d)
	Madden-Peak Arithmetic Computation Test	(d)
	Davis Reading Test	(d)
	Stanford Achievement Test	(d)
2.	Wide Range Achievement Test	(d)
	Gates MacGinitie Reading Tests	(d)
	Diagnostic Reading Tests	(d)
	Gilmore Oral Reading Test	(d)
	SRA Diagnostic Spelling Test	(a)
	Iowa Tests of Basic Skills	(d)
	Spache Diagnostic Reading Tests	(a)
3.	Wide Range Achievement Test	(d)
	General Aptitude Test Battery	(c)
	Metropolitan Achievement Tests	(d)
	SRA Diagnostic Spelling Test	(a)
	Madden-Peak Arithmetic Computation	(d)
	Nelson-Denny Reading	(d)
	Davis Reading Test	(d)
	Durrell-Sullivan Reading Capacity and Achievement Test	(a)
	Stanford Achievement Test	(d)
	GATB	(c)
4.	Gates MacGinitie Reading Tests	(d)
	Diagnostic Reading Tests	(d)

Gilmore Oral Reading Test	(d)
SRA Diagnostic Spelling Test	(a)
Wide Range Achievement Test	(d)
Iowa Tests of Basic Skills	(d)
Spache Diagnostic Reading Tests	(a, d)

5. This person is special and should be handled very carefully. There are times when the best assessment is not a formal test, but an interview with the potential student. In this case, a careful interview asking the lady to do a math problem or to read a word (you may have taken some problems and/or words from the WRAT or other test) so that you will be better able to help her, will add more to your knowledge about her than any formal test could.

   After she becomes more familiar with you and the program, she may become less test shy and could be introduced to the formal testing situation.

ANSWER KEY

MODULE 20.3

1. The five tests identified can be any combination of tests which are currently being used in a local program setting.

2. a. Environment
   b. Directions
   c. Explanations
   d. Rapport
   e. Timing
   f. Physical setting
   g. Organization

ANSWER KEY

MODULE 20.4

1. The norm definition should state that this is a clearly defined and described group of individuals who took the test in order that test takers might compare scores and be able to predict how good their chances of success are. This comparison can take place only if the sample (norm) groups raw scores are ranked and directly converted to percentile points. Also mention that the description should state how large the sample group that initially took the test was.

2. a. Age range
   b. Educational level
   c. Program or class the norms are for (e.g., Office machine repair, or entering Adult Basic Education students.)
   d. Age of norms (Is it still relevant to your clients?)

3. a. Describe the desired characteristics before testing for sample groups scores in order to establish a criterion for selection or rejection of potential sample group members.

   b. Identify the characteristics of a group sometime after the test was taken but prior to inclusion into the norm sample population.

4. A frequency distribution is useful in laying out a rank order of raw scores and ultimately in construction of a mean, a standard deviation and a percentile rank.

5. Twenty-nine percent of the individuals taking the same measurement device would have raw scores lower than yours and seventy-one percent would have raw scores higher than yours.

6. Percentile ranks find the proportion of individuals who scored lower than a given score but a percentile point finds the raw score that corresponds to a desired percentile rank. In other words, the percentile point is the point on the raw score scale corresponding to a given division of the proportion of cases. An example of this would be the point which separates the lower 70th percentile rank from the upper thirty.

7. The steps in the construction of a percentile rank are as follows:

   a. Establish upper and lower limits of raw scores obtained

b. Starting with the lowest raw score obtained, make a raw score interval scale, using an interval of one.

c. In a column parallel to the raw score intervals show the frequency of the cores within each interval. (F)

d. In a third parallel column, show the cumulative frequency of the scores below the interval you are working with. (CF)

e. Find the cumulative frequency mid-point (CFmp). Place the CFmp's in a fourth parallel column.

f. Find the cumulative proportion (CP) by dividing the CFmp by the total number of scores you are using or 'N.' This can be shown as CFmp/N = CP.

g. Multiply the CP by 100 to get the Percentile Rank of each score. (see the example below)

Raw Score	F	CF	CFmp	CP	Percentile Rank
33	0	177	177.0	1.000	100
32	4	173	175.0	.989	9
31	7	166	169.5	.958	96
30	17	149	157.5	.890	89
29	22	127	138.0	.780	78
28	18	109	118.0	.667	67
27	28	81	95.0	.537	54
26	15	66	73.5	.415	42
25	22	44	55.0	.311	31
24	14	30	37.0	.209	21
23	8	22	26.0	.147	15
22	6	16	19.0	.107	11
21	7	9	12.5	.071	7
20	5	4	6.5	.037	4
19	3	1	2.5	.014	1
18	0	1	1.0	.006	1
17	1	0	0.5	.003	1

N = 177 and the interval is 1.

8. 70th percentile = 40.29

ANSWER KEY

MODULE 21.1

1. Adult Basic Education: Education for adults eighteen years of age or over who had less than twelve years of formal schooling. This is generally divided into three areas:

   a. adult basic education

   b. G.E.D.

   c. Adult High School Completion

2. adult basic education: Basic education for adults who can neither read, write, nor work arithmetical problems. This part of the ABE program usually tries to educate an undereducated or non-educated adult to achieve at the following levels:

   a. reading—from a non-reader to the third grade level

   b. writing—to learn to write the alphabet and to write very simple sentences and one's own name

   c. arithmetic—to be able to add, subtract, multiply and divide correctly

3. G.E.D. (General Educational Development: A series of five tests in Social Studies, Math, Science, Literature, and Grammar. If a student successfully passes all of the tests, he is given a Certificate of Equivalency which is equivalent to a high school diploma but not a substitute for one.

4. Laubach: A private, non-profit, free, tutorial program designed to teach illiterate adults to read. Each student has a tutor who works one-on-one with him.

5. Right-to-Read: A relatively new, federally funded program which encourages community support in teaching adults to read.

6. non-reader: A person who cannot read at all.

7. functional illiterate: A person who can read but at a very minimal level and not well enough to function successfully in society.

8. life career planning: Planning in any of the areas of health, citizenship, education, work, marriage/family, community, religion, social development, consumerism, avocation.

9. Adult High School Completion: That portion of Adult Basic Education which allows an adult to complete requirements for an adult high school diploma.

10. dropout: A person who has left formal schooling before finishing the required curriculum.

11. alternative education: Education other than formal academic programs, such as work experience, on the job training, etc.

12. work experience: That portion of education an adult has acquired in the world of work.

13. life experience: That portion of education an adult has acquired in raising a family, in any of the life planning areas other than work.

14. E.S.L.: English as a Second Language taught to immigrants and migrants whose native tongue is not English.

15. T.E.S.L.: Teaching English as a Second Language.

16. Citizenship Preparation: One facet of most ABE programs is preparing resident alient immigrants to become American citizens.

17. communication skills: Reading, writing, and speaking.

18. computational skills: All of the mathematical skills including rudimentary algebra and geometry.

19. social skills: Learning how to get along with and how to interact with other people.

20. units: How classes and grades are computed when working toward a high school diploma.

ANSWER KEY

MODULE 21.2

1. At the completion of three or fewer counseling sessions each counselee will have made a tentative vocational choice as measured by his having committed himself in writing to a specific cluster area.

   Who performs behavior—counselee, what behavior—tentative vocational choice, how observed—written choice, how measured—task completed

2. As a result of taking part in a field trip to a factory, counselor-trainees will have an improved attitude toward manual labor.

   As measured by an increase in their scores on the Aragon Manual Labor Attitude Checklist-add how measured

3. Counseled students will be more self-directed than uncounseled students.

   Students who are counseled one or more times will be more self-directed than uncounseled students as measured by fewer requests for help in preparing a weekly work statement—specify students and how measured

4. At the completion of ten group counseling sessions all students will have increased self-esteem as measured by the Barksdale Self-Esteem scale.

   O.K., who—all students, what—increased self-esteem, how observed—Barksdale measure, how measured—increase on completed scale

5. After two or fewer counseling sessions each client will have increased decision-making skill.

   As measured by an increase of ten or more percentage points on the Fuller Decision Making Test—add how measured

ANSWER KEY

MODULE 21.3

Due to the nature of this module, there are no correct or incorrect answers. Successful completion of this module is demonstrated by criteria statements in Preassessment section.

ANSWER KEY

MODULE 21.4

1. Problem: What needs to be done and why generally referring to research and demonstration applications?

2. Need: What needs to be done and why generally referring to service or training projects?

3. Objectives: Make a concise statement of the measurable outcomes you will accomplish within the time allotted by the funds you ask for.

4. Quantify: State in measurable terms.

5. Funding source: Give the agency from whom you are requesting funds.

6. Procedure: State what you are going to do, how it is going to be done, who is going to do it, how long it will take, how will the results be analyzed.

7. Compromise level: What is the actual working level of your proposal (between the theoretical level and the realistic, but perhaps unattainable level)?

8. Target population: State that segment of the population which will benefit from the funding of your proposal.

9. Scope of project: Describe the size of your project (is the scope realistic; can it be accomplished; do you promise to do more than you can realistically deliver; or do you not promise to do enough?).

10. Time frame: What is the sequence of events?

11. Relatedness: Do your objectives directly relate to the areas of need?

12. Overt: Give observable results from the objectives—the primary results of the objectives.

13. Covert: State non-observable or self-serving results from the objectives—not desirable.

14. Budget: Explain how you are going to spend the money if you are funded.

15. Operating expenses: Include materials, office supplies, postage, and services other than staff services.

16. Personnel: List all staff members who will be needed for your project.

17. Evaluation: Determine the effectiveness of your project.

18. Submission: Follow the form and procedures for sending your proposal to a funding agency.

19. Renewal: Can your project be funded for a longer time?

20. Dissemination: Learn how to share the results of your project.